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ABSTRACT

In an effort to improve minority recruitment and retention, the University of Arizona collaborated with Pima Community College to launch the Exploratory Transfer Institute (ETI), a summer program to encourage minority students who were not considering transfer to do so. The ETI was conceived, planned, and implemented through a relatively complex process, involving academic and student affairs staff, and student peer advisors. ETI's three-week, residential summer program began with a two-day retreat to begin the bonding process between students and staff and to provide orientation without distractions. Team-taught classes on the theme of "Communication: Human Survival/Creativity" were held from 8:30 to 11:00 daily. Afternoons afforded a variety of workshops, social/recreational opportunities, and blocks of time for study, library research, and the use of computers. To gain admission to the program, students were nominated by faculty and advisors in community colleges throughout Arizona and then selected by a committee of representatives from the two collaborating institutions. Students were asked to complete an application and essay, and submit a letter of recommendation and transcript showing a grade point average of 2.5 or higher. ETI activities sought to increase the students' knowledge of campus resources, enhance their survival skills, help them understand their expectations, and sharpen their academic and personal skills. During the first summer, 24 students, including 17 Hispanics, 5 Blacks, 1 Asian, and 1 Native American, participated. They viewed their interaction with staff as the most positive element of ETI, and they stressed the value of the support, motivation, and sense of togetherness they received from each other. Based on an assessment of the pilot effort, recommendations for modifying and improving the program were developed. (ALB)

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AAU Research Institution Pilots Transfer Institute To Enhance Minority Educational Opportunities

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Abstract

A major research university collaborates with a local community college to pilot an Exploratory Transfer Institute for minority students. Campus residency, team-teaching and heavy student involvement are keys to its success as participants search for previously unrealized potential.

INTRODUCTION

> "What is the probability that a student who begins his baccalaureate degree program in a two-year college will complete it if he (she) transfers to a four-year institution? From this major focus of concern come questions involving the grade point achievement of the transfer students, the amounts of time and credit they need in order to complete their degree programs, comparisons with students who take all their work in a single four-year institution, and reasons why some transfer students fail to attain their degree objectives." (Knoell and Medsker, 1965 p. 24)

This was the key issue addressed in a landmark study commissioned in 1965 by the Joint Committee on Junior and Senior Colleges, the Association of Junior Colleges, and the American Association of Collegiate Registrars and Admissions Officers.

Now, almost twenty-five years later, the same questions are being asked and transfer articulation is becoming a major public policy issue in higher education. Prompting this growing concern about the transfer function across the country is an awareness that minority students in particular who begin their college careers at community colleges show a high attrition rate before completing their baccalaureate degrees.

Promoting minority student participation and achievement in higher education has increasingly become a sensitive and significant issue in the U.S. that has generated a renewed concern for effective transfer articulation between institutions. Demographic studies show that the minorities of today will, collectively, constitute the majorities of tomorrow. But will they find themselves in the mainstream of social and technological change? Indeed, their meaningful participation in the social, political and economic

leadership of the nation will require that they persist in higher education -- that they be encouraged and assisted in the pursuit of their educations in order to realize their full potential.

According to Cohen and Brawer (1987), the decline in the percentage of students who transfer from community colleges to baccalaureate institutions has been well documented. Since minorities are heavily enrolled in community colleges, they are particularly impacted by this phenomenon. More specifically, the nation's major ethnic minority groups including Native Indians, Blacks, and Hispanics, continue to be under-represented in higher education despite years of affirmative action programs to increase their numbers (California Post Secondary Education Commission, 1987).

Thus, because most minorities begin their post high school studies at community colleges, there is urgency to improve transfer and articulation between two- and four-year institutions. "This critical need is evidenced by the growing number of disadvantaged students who are capable of doing baccalaureate-level work, but who opt instead to enroll in programs that lead to immediate employment rather than transfer" (CPEC, 1987).

What initiatives, then, might most successfully increase minority admissions and persistence in higher education, across all types of institutions? Would the hiring of more minorities into faculty and administrative positions become the universal panacea as many have proposed, to the problems of poor minority achievement in higher education? Or are more comprehensive solutions needed such as transfer articulation programs? Both two- and four-year institutions

need to pursue these and other creative ways to better serve the educational needs and personal aspirations of their extremely diverse student populations.

In a 1987 report, the California Postsecondary Education Commission expressed concern for the broad commitment of higher education to increase participation of under-represented groups. One solution that addresses this directly is the implementation of specific programs to increase the number of students obtaining associate degrees and transferring to four-year institutions. For example, a private funding source, the Ford Foundation, has played a significant role in increasing transfer cooperation between institutions by providing wide-scale funding for innovative "bridge-type" programs during the past decade. This has resulted in Urban Community College Transfer Opportunities Programs (UCC/TOP) including those in La Guardia Community College, New York; South Mountain Community College, Arizona; Cuyahoga Community College, Ohio; Compton Community College, California; and Houston Community College, Texas, that have set a successful precedent that addresses directly the question of minority attrition.

More recently, the American Council on Education and the Ford Foundation announced their joint 18-month project to encourage community and junior college students to transfer to four-year institutions. This project pairs 25 two-year institutions with four-year colleges and universities, wherein the partner schools will collaborate on projects such as redesigning courses to make credits transferable, developing faculty exchange programs and creating pilot

programs for two-year students with potential to transfer (Arizona Daily Star, May 1989).

Another solution, offered by Susan E. Brown (1984), was to encourage the four-year institutions rather than the community colleges to assume more of the responsibility for improving the transfer success of minorities. To respond and become instrumental in encouraging more students to successfully complete their educational goals, four-year institutions might take the lead in proposing solutions including: sponsoring cultural sensitivity workshops for faculty, staff and administrators; encouraging faculty exchange programs, installing university and statewide computer data bases to track and monitor students' participation and success in all aspects of college life; providing skills sessions in math and english; facilitating mentoring programs; improving course transfer articulation; and creating campus transfer centers. In many instances, these solutions would be more assured if undertaken as a collaborative effort between institutions.

MINORITY TRANSFER PROBLEMS

Although the attrition problem impacts all types of college students, minority students appear to experience the most obstacles to persistence at residential institutions. Richard C. Richardson Jr. (1989) suggests, "(If) minority students are to succeed in higher education, every rung of the educational ladder must be in place." Continuing with the ladder analogy he further observed that "Minority students who are the first in their families to attend college are

uncertain climbers. (They) need ladders with every rung in place in order to have a fair opportunity to overcome incomplete preparation for college, unfocused educational objectives, and the discrimination that has been part of the minority experience in the United States."

The need is obviously clear and a few precedents have been set, primarily from the private sector. However, to move forward progressively, institutions should not be bound by the limited availability of private funds. Individual states should also take responsibility by treating minority programs as priorities in a time where decisive action must be taken. Consistent and comprehensive funding should be targeted to ensure that transfer and articulation efforts are increased to truly meet the needs of a growing minority population in higher education today. All states must be more active participants in responding to national trends in minority issues by generating explicit funding initiatives. They have an opportunity and a responsibility to show their commitment to reduce the inequities that are the product of past differences in minority persistence and attrition. Only with wide scale support can colleges and universities alike, institutionalize programs that promise permanent and far reaching changes.

THE UNIVERSITY OF ARIZONA'S EXPLORATORY TRANSFER INSTITUTE

In what might be one of the nation's most significant efforts in 1989 to improve minority recruitment and retention, the University of Arizona collaborated with Pima Community College, a local two-year college, to launch a transfer program to specifically address minority

transfer articulation needs and opportunities. Owing to its concern for improved minority student transfer rates, this summer bridge program was appropriately named the Exploratory Transfer Institute (ETI). Unlike most minority recruiting and retention programs undertaken in the past which have targeted high school students, the ETI focused on talented community college students who were not actively considering transferring. Such a concerted effort had not been attempted previously by either institution and it is believed that the University of Arizona is one of the first, if not the first, A.A.U. Research I institution to implement a transfer program of this type.

CREATION OF ETI

The Exploratory Transfer Institute was inspired by a number of key forces and events as well as by the efforts of influential individuals that occurred somewhat simultaneously. First, several high level administrators at the University of Arizona envisioned the need for this type of program to encourage minority community college students from throughout the state of Arizona to continue their studies at four-year institutions.

A second impetus came from the Arizona State Legislature, which created a funding package identified as House Bill 2108 to better serve minority educational interests in Arizona's higher education. Out of the HB2108 legislation, funds amounting to $969,300 were used by the University of Arizona to create more than twenty minority retention and recruitment student programs, including the Exploratory

Transfer Institute.

A third important catalyst and inspiration came from increased awareness of the successful summer transfer programs created earlier by Vassar College in collaboration with La Guardia Community College in Long Island - Queens, and five other local community colleges in New York. Beginning in 1986, these nationally recognized programs have offered summer workshops for community college students (New York Times, 1989). Vassar's experience, in turn, served as a primary model for the University of Arizona's Exploratory Transfer Institute.

Although program planners at the University of Arizona initially sought to involve all of the community college districts in the state in planning the ETI, time constraints did not permit a broader and more desirable partnership for the 1989 piloting of the Institute. Instead, the neighboring Pima Community College District with its many resources and large student enrollment of approximately 24,000 students, was exclusively involved in the cooperative effort to plan and implement the ETI.

ORGANIZATIONAL PHASES

The Exploratory Transfer Institute was conceived, planned and implemented through a relatively complex process, which provided some reassuring overlapping of responsibilities. An objective of the organizing effort was to provide a variety of faculty and administrative staff members to ensure that both the academic and student affairs dimensions of the ETI were appropriately represented. Consequently, a Faculty Planning Committee was formed by the College

of Arts and Sciences, comprised of faculty members from the University of Arizona and Pima Community College, to conduct the initial planning of the Institute. Its members from the University of Arizona included two deans, four faculty members, a student representative, a part-time research consultant/program coordinator, and a researcher for student and program assessment. The researchers were doctoral and master's degree students working on academic internships. The two representatives from Pima Community College consisted of a faculty member and the Director of Articulation.

Recognizing early that this type of program would require a strong emphasis on student resources, a Student Affairs Committee was also formed to develop co-curricular and extra-curricular programming to run parallel with the academic components. This committee provided a significant contribution throughout but was particularly important during the implementation phase involving the students. Its members from the University of Arizona included the Director and Assistant Director of Orientation, Advising and Retention, and a Program Coordinator. Members representing Pima Community College were the Acting Associate Dean of Student Affairs and the Interim Director of Minority Education.

As the program materialized, the Faculty Planning Committee created the Teaching Faculty Sub-Committee, made up of the faculty members who were selected to teach the ETI students, two each from the University of Arizona and from Pima Community College. This committee was given autonomy and authority to create the curriculum and develop other academic plans for the Institute. As soon as it was formed,

attention was focused on choosing appropriate texts and blending course content from four multifaceted disciplines. This effort required a considerable amount of discussion, planning and energy.

At approximately the same time, the Student Affairs Committee created the Student Coordinator Sub-Committee consisting of three experienced student peer advisors who were given the major responsibility for developing and coordinating co-curricular and extra-curricular activities for the students in the afternoons, evenings and weekends. These student coordinators played a major role in the unique bonding process that occurred among the students at the residence hall because they lived there as well. Dividing the twenty-four students among themselves created smaller groups which made for improved participation, study, communication, and overall support.

During the planning stages, most committees met at least once per week. The two Program Coordinators, one from Arts and Sciences and the other from Student Affairs, worked together effectively to plan meetings, implement committee decisions and facilitate overall communication.

The Exploratory Transfer Institute was then launched as a fully funded three-week presession summer program that covered all expenses for participating community college minority students. To gain admission to the program, students were nominated by faculty and advisors in community colleges throughout the state of Arizona, and were then selected by a committee of staff, faculty, and administrators from the two collaborating institutions. In the process, students were asked to complete an application, submit a

letter of recommendation, write an essay on why they were interested in the program, and submit a transcript showing a GPA of 2.50 or higher.

The University of Arizona quickly recognized the value to the program of on-campus residency and team teaching, following in the steps of Vassar who attributed much of their success to those components. A strong focus was put also on student responsibility, involvement, and having an interactive and supportive program to correct the spiral of failure and social detachment that has characterized college dropouts. The ETI students were assisted by the student coordinators who aided them in discovering the university and what it has to offer, but at the same time were given individual responsibility and encouragement to participate in finding role models and mentors, using services including the career center, seeking financial aid services, taking advantage of computer study areas, and in helping to develop and refine the actual program as they participated in it via feedback sessions each week.

PLANNING STAGES

At the outset, a fundamental objective of ETI was to encourage minority students to make a decision to transfer to a four-year institution to complete a baccalaureate degree, thus making a successful transition between two distinctly different types of institutions. A 1984 EOPS evaluation of supplemental services and financial assistance concluded that students who have been outside the mainstream of education are frequently short on self esteem.

Consequently, they are intimidated by the prospect of changes they must face after transferring to four-year institutions. They frequently perceive universities as being more complex and inhospitable institutions than those where they attended previously (CPEC 1984), viewing them with varying degrees of anxiety and apprehension. Those who fail to develop survival skills by availing themselves of mentors, support groups, and academic advising may not be able to cope successfully in a substantially different environment. With a program like ETI, students are less likely to experience what Kintzer (1976) called, " 'transfer shock,' which is invariably experienced during the initial term immediately after transfer." Consequently, one of the key values of ETI was to offer a supportive atmosphere for minority students to experience academic endeavors by actually participating in residential living and rigorous classroom instruction on a four-year campus.

GOALS AND OBJECTIVES

Empowering the students to develop the knowledge, skills, behaviors, and attitudes essential to their academic and social success was the stated basic goal of the Exploratory Transfer Institute. The priorities for all program activities, including curriculum development, and co-curricular and extra-curricular activities, were premised on this goal, as well as more specific objectives outlined below. The idea that such a program could, in fact, empower the participants and help them realize their full potential became the guiding philosophy that influenced everyone's

conception of the Institute and the manner in which the programming should be designed.

In order to achieve the basic concept of empowerment, the following four specific objectives were identified to help the participants achieve their higher educational goals: (1) To increase the students' knowledge of campus resources such as the library, computer labs, and career planning, academic advising, counseling, and testing centers; (2) To enhance their survival skills at a four-year institution; (3) To help them develop a better understanding of their individual expectations; and (4) To sharpen their academic and personal skills.

More specifics were finalized at a weekend retreat by focusing on Tracey and Sedlacek's theory (1984) that the degree to which minority students possess high levels of specified non-cognitive dimensions is predictive of their success in college. The following areas of this theory were focused upon as desirable objectives: (1) Help the students develop a more positive self-concept which includes understanding and coping with cultural diversity; (2) Help them be realistic in self-appraisal while maximizing their potential; (3) Help them to deal with instances of racism that may occur throughout their lives by developing their coping skills; (4) Assist them in planning intermediate and long-term goals including education, career and lifetime planning; (5) Stress the importance of role models, mentors and support systems including letting them know what is available, how it might work to their advantage and how it may be cultivated; (6) Encourage them to take advantage of leadership opportunities and to

participate and identify with clubs and organizations; (7) Stress the importance of community service within the institution and within the community; and (8) Teach them to value their own culture, their unique individuality and their own knowledge even if it is acquired in a non-traditional way.

IMPLEMENTATION STAGES

The majority of the program was designed and implemented within a period of about two months. Due to the condensed time frame, the distribution of promotional materials and applications to community colleges statewide yielded an applicant pool of only 24 for the 30 available openings. However, the firm criteria developed for the application process was neither needed nor used to screen candidates since all applicants met the basic requirements. The pool yielded seventeen Hispanics, five Blacks, one Asian, and one Native American. The students were a mixture of traditional and non-traditional age groups ranging in age from 19 to 45, with approximately half of them over 24 years of age. Moreover, some of the thirteen men and eleven women were married, a few were parents, and several held full-time jobs. As a group, they seemed to be extremely representative of typical community college minority student populations within the state today.

The Institute operated during presession, the 3-week period between the end of spring semester and the start of the first summer session. It began with a two-day retreat at a resort in the foothills of Tucson, Arizona, to begin the bonding process of students and staff

and to orient the students to the program without the distractions of the campus nearby. At the conclusion of the retreat, students were transported back to the campus to check into a university residence hall. Once classes began, they were in class from 8:30-11:00 daily. Afternoons included a variety of workshops and social/recreational opportunities, complemented by blocks of time for study, library research, and the use of computers.

TEAM TEACHING COMPONENT

Team-teaching through an interdisciplinary approach proved to be one of the program's best features. The four faculty members for the Institute, spanning the fields of humanities, speech-communication, history, and engineering, met and designed course material within the Institute's theme of Communication: Human Survival/Creativity. Topics covered included a strong overall public speaking component through communication, an overview of Hispanic history in the Southwest, seven philosophical views of life in the humanities section, and global pollution problems from an engineering perspective.

During a telephone interview early in the planning phase, Dr. Colton Johnson, Dean of Studies at Vassar College, had urged that the team teaching idea be incorporated into ETI because it had been one of the most successful features of their own summer programs. Having community college instructors in class each day provided an essential element of familiarity and continuity for the community college students who found themselves in an unfamiliar environment.

Team-teaching instruction was planned so that the four faculty taught in pairs on alternate days, and provided students with opportunities to meet with them every day in the hour after class to discuss assignments and receive academic assistance. Each faculty member tested and graded the entire group separately on their respective segment of the curriculum; however, the final grade for each student resulted from an averaging of the four segments.

RESIDENCY COMPONENT

Residential living on campus in a university residence hall was a new experience for most of the ETI students since they had been attending commuter community college campuses. At the conclusion of the program, many students credited the residential living component of the program as essential for creating a sense of community and group support.

Again, the Vassar model was an important influence in deciding to house students on campus. In retrospect, the positive impact of team building and mutual support that came from living in the same location more than outweighed the minor adjustments experienced by some students.

The residence hall selected housed two students per room in an apartment-like setting. Arrangements were made for the program's three student coordinators and one of the program coordinators to live there too, acting as liaisons, counselors, friends, and leaders. Dining facilities were located a short walk away, as was the classroom and other campus facilities. A study room was set up within the

residence complex to encourage group cooperation and interaction. It provided a common area for study sessions and group meetings led by the staff, faculty and the coordinators. Living together in one location made it much easier to plan evening lectures, tutoring, computer lab sessions, and other important socializing events. Students were also able to help each other with homework and group assignments, further creating a comforting sense of belonging, friendship and identification with ETI.

GROUP DYNAMICS

In American society, concepts of racial prejudice are commonly viewed as problems between the majority, represented by whites, and all other ethnic minority groups. Interestingly, the Exploratory Transfer Institute which was launched as an exclusive minority program during its first session, taught the participants that prejudice exists in all segments of society, even among minorities themselves. Due to some early insensitivity which included racial and stereotypical remarks about each other, the students gained new insights and learned to appreciate the ways in which their backgrounds and cultures were different. Thus, a small conflict that had not been anticipated created a memorable and important learning experience whose solution is fundamental to the successful resolution of differences between people in general. As the program progressed, a special bonding occurred and many students expressed feelings that one of the most positive elements of the Institute was the interaction between each other as minority students. Residential living, studying

together, helping each other, playing together, eating together and laughing together, created a remarkable sense of togetherness, community, identity, and ethnic sensitivity.

ACTIVITIES

Besides course work and study time, co-curricular and extra-curricular activities were scheduled to provide the students with the skills and knowledge needed to make a successful transition to a 4-year university -- in essence, to make an intimidating place more intimate. After a general campus tour to see the extent of the university campus, orientation sessions were scheduled throughout the Institute including library skills, career/life planning, decision-making, leadership training, minority survival skills, financial aid information, computer resource training, and academic advising, as well as guest speakers who focused primarily on coping skills. In this way, students could orient themselves to the services offered on campus, do some initial assessment of their academic and personal lives and goals, and begin to meet people who might later be mentors and providers of services if the students continued on at the University.

Scheduled activities were dovetailed with release time for studying. A recreation time was also scheduled each afternoon, to lend some flexibility to a quite structured and fast-paced program. Students were asked for input after the first week and their request for more free time to study was accommodated by the program coordinators' who adjusted the schedule. This system worked well with

a very responsive staff to monitor the intensity of the academic and student service components of ETI, and to be able to alter the activities to accommodate student needs.

The culmination event at the end of the Institute was an elaborate affair including a reception for key University officials, a dinner with presentations from students, staff and administrators about their experience at the Institute, and a follow-up awards reception for friends and family of the participants. The general tone was one of hard-won accomplishment and of new aspirations in the minds of the students. Coupled with this was recognition from the University administration of the program's unqualified success, and their vision of an expanded ETI program in the years to follow. The impact of the Institute was clearly evident at this event and was reconfirmed in the post-evaluation questionnaire completed by the students: one hundred percent of the respondents said they were going to transfer to a 4-year institution, the consensus being that they now could be successful and complete a baccalaureate degree.

EVALUATION AND OUTCOMES

The evaluation process was multi-tiered, and formative as well as summative, including pre- and post-questionnaires, and weekly meetings with faculty, peer advisors, and coordinators. It involved journal-keeping by some of the staff, and the use of a video production team to interview students and chronicle the three weeks of the program.

The pre- and post-questionnaires were administered to obtain information on the quality and impact of the program, as well as to

provide input for future planning. The results included a number of interesting findings. First, with such a non-traditional group in age and background, it was surprising to find that all planned to transfer within the next two years and to do so as full-time students. Thus, the impact of the ETI on this academic career option for its participants had been substantial.

Students saw their interaction with the staff as the most positive element of ETI, demonstrating the importance of a skilled, committed staff who can relate effectively with a wide range of people. The second most positive element was seen as the support, motivation, and togetherness the students received from each other, which resulted from being part of the program even though one or two students had personal problems that impacted the group.

Perceived by the students as the least positive element of ETI, was the heavy workload coupled with a limited amount of time for study. This was partially corrected after feedback during the first week, but was exacerbated by shortened library and computer lab hours during the pre-session period. In addition, participants had a wide range of academic strengths and weaknesses, making the Institute more difficult for some. Writing skills were the weakest link, with students requesting a workshop and on-going tutors on report writing and organization, for future ETI's.

An unexpected finding was the change over time in students' views of whether the program should remain exclusively for minorities. That is, there was initially no strong consensus. The fact that their fellow participants were minorities didn't seem critical to the

program, and their identities as minorities weren't in the forefront. At the end of the Institute, however, students had a strong sense of themselves as members of minority groups and recommended strongly that the program continue to be targeted for minorities. Whether this change was heightened by their composition as minorities, by having workshops and course work centered in minority issues, by just being in a tight knit community, or a combination of the three, could not be determined. Suffice to say, that this is an issue that merits further examination.

RECOMMENDATIONS

One of the most important phases in the implementation of any new program is an evaluation of its strengths and weaknesses at its conclusion. ETI's strengths were many, notably (1) a high level of bonding between its various participants (students, faculty and staff) that occurred at the opening retreat; (2) a strong commitment on the part of students to participation and completion of the program; (3) hands-on involvement in the daily routine by key members of the staff who lived in the residence hall with students; (4) a diverse mix of ethnic and age groups allowing for a truly cross-cultural and cross-generational experience; and (5) high faculty involvement including daily office hours, individualized study sessions with students, and participation in the Institute's extra-curricular and co-curricular activities.

Limited access to important resources such as computers and the library due to shortened intersession hours, over-scheduling of

activities, and inadequate secretarial support and office facilities for the staff, were the areas that needed further refinement.

Based upon a thoughtful assessment of the pilot ETI program, the following recommendations are offered regarding areas that merit further consideration: (1) Evaluate the residential housing requirement to determine if alternatives should be offered. Non-traditional students who have full-time jobs, are married, and are parents might prefer living at home if given a choice. For them, this option would undoubtedly broaden the program's appeal and increase participation. (2) Open the Institute to all transfer prospects who want to attend. In so doing, the selection process should be reviewed to insure that minorities, vocational/technical and non-traditional students continue to be well represented. (3) Simplify the organizational structure and hire a full time ETI Director to strengthen the program and allow for year-long planning. Temporary part-time staff consisting of students and graduate assistants should be hired as needed. (4) Change the program from a no-charge basis to a modest fee to help offset costs as the enrollments increase, and in cases of individual need, offer assistance in the form of financial aid. (5) Cultivate benefactors in the form of corporate and private sponsors to generate financial support for the program and to stimulate future job opportunities for Institute graduates. (6) Increase enthusiasm and awareness about the Exploratory Transfer Institute at all statewide community colleges by developing and maintaining contacts with students and appropriate institutional representatives. (7) Offer various curriculum options but continue to

place special emphasis on developing writing and verbal communication skills. The faculty noted that writing skills were an area of deficiency and recommended a writing resource person on the ETI staff as well as the development of a system whereby students could keep receiving assistance with their writing once they became permanent students at the University. The faculty went on to say, "Without systematic and long-term help with writing skills (beyond these three weeks), ETI students are bound to have serious problems, lowering their chances of graduating and defeating the purpose of ETI."
(8) Review the length of the program. The existing format of three weeks might prove to be more satisfactory if students had more time to study and concentrate on their academic work, or a longer program might be considered. Program planners must resist any tendency to over-program and over-structure the daily schedule in their sincere desire to make the Institute a meaningful experience, and should have the flexibility to adjust the schedule during the program itself if needed.

CONCLUSION

The planning and implementation of the Exploratory Transfer Institute was a remarkable success due in large part to the tight knit community it formed. From the very outset, there seemed to be a sense that this program had great potential for serving the needs of minority students in particular and improving transfer articulation between the University of Arizona and other institutions in general. There were early indications that history was in the making and that

statewide transfer articulation between community colleges and universities, would reach a new plateau. This proved to be the case.

However, transfer issues are not centered solely on minority student problems, since the broad issues of preparation for and access to upper-division programs are relevant to community college transfer students generally (CPEC, 1985). After this first pioneering and widely successful start, the Exploratory Transfer Institute should be continued and expanded to include all transfer students. Other A.A.U. research institutions would do well to seek public funding and institutional support for the establishment of comparable types of transfer initiatives to encourage larger numbers of minority and non-minority community colleges students to transfer to four-year programs of study in pursuit of their educational goals.

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